

A Study Showing Relationship Between Knowledge And Awareness Regarding Learning Disability Among School Teachers

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ABSTRACT

There are distinct obstacles in the educational system for students with learning impairments, which are neurodevelopmental diseases affecting different cognitive functions. In order to meet the requirements of their students, educators must go beyond the scope of traditional curricula. In order to provide focused interventions and support, educators must first recognize that a student has a learning disability. The researchers used a self-administered questionnaire to conduct a cross-sectional study with 65 educators. A strong correlation was found between the knowledge level and the instructors' qualifications (P value < 0.001) and experience (P value < 0.05). The results highlight the critical need of educating educators about children's learning difficulties.

Keywords: Awareness, Knowledge, Qualification, Experience, Education

I. INTRODUCTION

Understanding the different requirements of students and modifying instructional approaches to promote fair learning opportunities are important aspects of a teacher's duty that go beyond basic information delivering. As a teacher, you must be able to identify kids with learning difficulties so that you may meet their individual needs via individualized interventions and support. Misunderstandings about students' difficulties due to a lack of knowledge about learning disorders may cause frustration, poor self-esteem, and a worse educational experience. That is why it is essential to increase educators'

understanding of learning impairments in order to foster a classroom environment that values diversity and meets the needs of each student.

The impact of learning difficulties on classroom instruction has received more and more attention in recent years. Educators, especially those working in elementary and secondary schools, still lack a thorough grasp of these diseases, even though they have been acknowledged. Teachers often face pupils who are showing symptoms of learning disabilities, but they may not understand what's going on or how to help them. This void emphasizes the need for all-encompassing teacher preparation programs that educate educators how to recognize and assist individuals with learning difficulties.

It is crucial to intervene with learning difficulties as soon as possible. The negative effects on a student's mental health and academic performance might be lessened with prompt diagnosis and the right kind of assistance. Teachers play a crucial role in enabling early intervention for students with learning difficulties because of their position as frontline observers. To make sure that no kid falls between the cracks because of unidentified or untreated learning disabilities, schools should encourage a mindset of lifelong learning and professional growth among educators.

Moreover, there is more to knowing about learning difficulties than just identifying them; it also entails making a welcoming classroom that values variety. Instructors should be well-versed in the many approaches to instruction, modifications to classroom practices, and technological aids that may be used to meet the specific requirements of students who have learning difficulties. All students, not just those with disabilities, benefit from an inclusive approach because it fosters an environment of acceptance and understanding.

In order to provide a welcoming and inclusive classroom for students with learning difficulties, it is essential that educators have a solid grasp of the topic. Teachers have a profound impact on their students' academic and emotional success when they develop expertise in identifying and resolving learning difficulties. Teachers can make a difference by dedicating themselves to inclusion, participating in specialized training programs, and continuing their professional development. This will ensure that all students, regardless of their learning profile, get the support and opportunity they

need to succeed academically and emotionally.

II. REVIEW OF LITERATURE

Javaid, Hafiza et al., (2022) to examine the level of knowledge and awareness among instructors about learning impairments in schools located in Lahore, Pakistan. This research was done at House School System in Lahore, using a descriptive observational approach. A cohort of 106 school instructors were included, but professionals outside the realm of teaching were omitted. A self-designed questionnaire was used. Among the total of 106 instructors, 19 of them, accounting for 17.9%, were men, while the remaining 87, making up 82.1%, were females. The age spanned from 20 to 41 years. Out of the total number of instructors, 32 (32.2%) had completed 14 years of education, 17 (16.0%) had completed 16 years of education, and 57 (58.8%) had completed 18 years of education. Merely 1% of instructors has sufficient understanding about learning impairments. School instructors have a limited understanding of learning impairments.

Koshy, Betty et al., (2021) In India, the prevalence of Learning Disability among pupils ranges from 1% to 19%. Learning disabilities exhibit individual variability and are considered incurable, but early diagnosis might facilitate effective management. Teachers have a crucial role in identifying it. Evaluating the level of knowledge and attitude among primary school teachers on the early detection and treatment of Learning Disability. The research design used is a descriptive cross-sectional design. Enrolled at a school located in Tapi District, Gujarat, for the year of 2020 to 2021. The study was conducted using a Quantitative research methodology and included a sample of 150 primary school teachers. The approach of non-probability sampling was used. The instrument comprises socio-demographic factors, a knowledge assessment, and an attitude scale. No instructor have comprehensive information, i.e., 0.00%, about Learning Disability. 59.33% of individuals possess a high level of understanding, while 40.66% of instructors demonstrate a lack of expertise when it comes to Learning Disability. 96.66% of instructors possess a favorable attitude towards students with Learning Disability, whereas 3.33% of teachers exhibit a negative understanding. There is a direct association between knowledge and attitude. There is a notable correlation between knowledge and age, as well as the classes assigned,

with a significance level of $p < 0.05$. There is a strong correlation between attitude and the classifications assigned, with a statistical significance level of $p < 0.05$. The majority of instructors possess extensive knowledge and have a favorable approach towards students with learning disabilities.

Bishnoi, Ashok et al., (2021) Children are invaluable assets to a country, and if they possess good physical and psychological well-being, they have the potential to flourish in all areas of life. Learning difficulties primarily impact a child's psychological domain by disrupting fundamental skills such as organization, time planning, abstract thinking, memory, and attention. This illness cannot be cured in the early stages since it is often overlooked owing to a lack of understanding about learning difficulties. In April 2017, a descriptive cross-sectional research was conducted to evaluate the knowledge of primary school teachers at selected schools in Jodhpur, Rajasthan, India on learning difficulties in children. A total of 70 primary school teachers from Class 1st to 5th were picked from four specific schools in Jodhpur, Rajasthan, India. The sampling approach used was total enumeration. The instrument used for data collection was a self-structured questionnaire. The study revealed that the majority of primary school teachers (70%) possessed average knowledge regarding learning disabilities, while 27.14% had poor knowledge and only 2.86% had good knowledge. Furthermore, there was no significant correlation between the knowledge of primary school teachers and their socio-demographic factors such as age, gender, marital status, religion, educational qualification, type of school, teaching experience, in-service education on learning disabilities, or having a family member/friend with learning disabilities. The research revealed that primary school instructors have a restricted understanding of learning difficulties in children. Hence, it is essential to implement awareness initiatives targeting both adolescents and their parents.

Daniel, Deena et al., (2019) Learning disorders impact fundamental cognitive capacities related to learning. In such instances, the youngsters may exhibit academic underperformance while demonstrating exceptional aptitude in extracurricular pursuits. In such instances, parents and instructors undermine their motivation, resulting in sadness and other significant issues. The major objective of the research is to evaluate the extent of primary school teachers' knowledge pertaining to learning disabilities. The aim of this

research was to evaluate the extent of information about learning disabilities and to analyze the results in relation to certain demographic factors. The study used a non-experimental descriptive research approach. The research methodology used is quantitative. The research focused on instructors who were employed in the chosen schools of Pune city. The participants in the study were primary school teachers, and the total number of participants was 150. The sampling approach used is a non-probability technique. The study includes instructors who are currently teaching in Semi-English or English medium schools, teaching all courses, and instructing students from 1st to 4th grade. Additionally, the research focuses on teachers with at least one year of experience. The exclusion requirements apply to instructors who are currently employed in schools catering specifically to students with disabilities. The tool was partitioned into two distinct portions. The tool was administered to five professionals to assess its validity. A reliability assessment was conducted, resulting in a correlation value of 0.8036. Additionally, a pilot study was conducted, confirming the feasibility of the instrument. The research had a total of 150 samples. A standardized questionnaire was provided to the sample participants. The questionnaire of 25 questions, with each question assigned a single mark. The majority of the sample, 57.33%, exhibited average knowledge, while 41.33% of the samples showed low knowledge. Only 1.33% of the sample shown strong knowledge about learning impairment. The significance of demographic factors was determined using Fisher's exact test. The only medium of teaching that is relevant to the results. The analysis indicated that the primary school teachers in the chosen schools in Pune city have a moderate level of knowledge about learning disabilities.

Ali, Chakir, et al., (2019) Learning disability (LD) is a significant factor contributing to academic underachievement. Undiagnosed and unaddressed particular learning disabilities lead to long-term academic underachievement, which may result in students dropping out of school. Additionally, these individuals may have emotional and behavioral issues such as despair, drug addiction, and social delinquency. Given that teachers are often the first to see academic challenges in children, their expertise and education on learning disabilities (LD) is crucial in promptly detecting them and mitigating potential long-term cognitive and social harm. The objective of this research is to evaluate the cognitive proficiency of

elementary school educators about learning disabilities. This survey was performed among primary school teachers employed by the government in the Malappuram district of Kerala. The study took place from April 16, 2018 to May 20, 2018. The researchers used a convenient sampling strategy. The research sample included 709 primary school teachers from 21 schools in the Malappuram district of Kerala. The teachers' degree of awareness about learning disability was evaluated using a questionnaire. While most instructors possess some understanding of the consequences and treatment of learning disabilities, their knowledge of the ideas and causes is inadequate, rendering it unsuitable for practical implementation in the classroom. It is necessary to expand the understanding of primary school teachers about learning disabilities (LD) and improve their fundamental abilities to identify learning disabilities as early as possible. Timely implementation of suitable corrective interventions is crucial for effective treatment of these youngsters. This has the potential to significantly enhance the educational attainment of youngsters who struggle academically.

Ghimire, Sasmita (2017) Learning impairment encompasses a diverse range of problems characterized by challenges in reading, writing, spelling, and thinking skills. It often manifests when a kid has challenges in reading, speaking, writing, solving arithmetic problems, connecting with parents, or maintaining focus in class. Children afflicted with learning disabilities may achieve academic achievement and establish prosperous careers if they get appropriate assistance and intervention. A study used a material and quantitative method with a descriptive cross-sectional design to evaluate the knowledge of primary school teachers. A knowledge quiz with a well-organized framework was created, specifically targeting learning difficulties. The research was conducted at 16 educational institutions located in Dharan, Nepal. A total of around 150 primary school teachers were chosen using the convenience sample method. The researchers used a structured knowledge questionnaire to get the necessary data about the knowledge of primary school instructors. The acquired data were organized and examined using descriptive and inferential statistics. A significant majority, including 79 teachers (52.67%), had a relatively appropriate level of understanding on learning difficulties, whereas 71 teachers (47.33%) showed an insufficient level of knowledge in this area. There was a strong correlation between the expertise of

primary school teachers and demographic characteristics, such as the specific class they were teaching. The school instructors possess insufficient information pertaining to learning impairments. Teachers have a crucial role in early detection of learning problems in school students. Early intervention and comprehensive support should be offered to children with learning challenges to ensure their progress and development.

Agrawal, Gaurav (2015) This research aims to examine the level of knowledge and awareness that primary school teachers have about learning difficulties. Learning difficulties pose significant challenges for schools and educators. If learning impairments are disregarded, overlooked, and left unresolved, the educational requirements of these children will not be addressed in either normal classes or special education programs within the school. As a result, we will be unable to achieve the goal of making primary education universally accessible and ensuring equitable educational opportunities for everyone. The objective of the research is to evaluate the extent of learning disabilities (LD) and the degree of awareness among primary school instructors. This study used an exploratory research design, in which a total of 68 primary school teachers from 15 schools in the Haridwar area were recruited using a lottery approach. The survey revealed a notable deficiency in the understanding and awareness of learning difficulties among elementary school instructors.

Saravanabhavan, S. and Saravanabhavan, Rc. (2010) the objective of this research was to ascertain the degree of awareness on learning disabilities (LD) among instructors in India. A survey was administered to a total of 144 teachers from two conventional high schools, 38 instructors from two special schools, and 165 pre-service teachers from a teacher education institution in a metropolitan city located in a southern state of India. The one-way analysis of variance (ANOVA) revealed a statistically significant difference in the knowledge level of learning difficulties among instructors employed in ordinary schools. The pre-service teacher group had the lowest score ($M = 60.76$, $SD = 13.36$, $N = 165$) among the three groups, which was below the whole group's mean score ($M = 66.32$, $SD = 13.37$, $N = 347$). The participants' knowledge level was not influenced by their teaching experience or contact with individuals with learning disabilities. The research provides suggestions for enhancing the understanding of learning impairments among pre-service

teachers in India, as well as the importance of evaluating the awareness of LD among doctors, parents, paraprofessionals, educational administrators, and other individuals involved in the matter.

III. RESEARCH METHODOLOGY

The research used a cross-sectional design with the aim of elucidating the knowledge and awareness of learning difficulties among school instructors as perceived by students. The investigation was carried out using a sample of 65 school instructors. The researchers used a convenient sampling strategy to choose the samples. Data was gathered between July and August 2022, and verbal permission was acquired from all participants. The exclusion criteria included professors who shown inattentiveness on the specified day and those who expressed unwillingness to participate in the research. The researchers devised a closed-ended survey of 21 items. Three dimensions were captured: demographic information, degree of knowledge, and level of awareness. The collected data was inputted into an Excel spreadsheet for coding purposes. Subsequently, the data analysis was conducted in accordance with the specified subject and goals. Data analysis was conducted using IBM SPSS version 22.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: Demographic profile of the respondents

Gender	
Male	65.0
Female	35.0
Qualification	
Secondary grade Teacher	38.0
Graduate teacher	40.0
PG teacher	12.0
Other	10.0
Experience	

0-5 years	16.0
6-10 years	32.0
11-20 years	32.0
Above 20	20.0

Table 1 indicates that the majority of school instructors were men, accounting for 65% of the total, while females made up 35%. Out of the instructors questioned, 38.0% have the certification of a Secondary Grade Teacher, but a higher number, 40.0%, are Graduate instructors. A smaller proportion, namely 12.0%, have attained the degree of Postgraduate (PG) Teacher. The remaining 10.0% are classified under the "Other" category. Out of the school instructors, the largest proportion (32%) had between 6 and 10 years of experience, while another significant portion (20%) had more than 20 years of experience.

Table 2: Correlation of knowledge and awareness among school teachers

Demographic variables	χ^2	Knowledge P (P \leq 0.05) Significance	χ^2	Awareness P (P \leq 0.05) Significance
Gender	14.526a	0.001*	0.000a	1.000
Qualification	22.112a	0.001*	10.329a	0.016*
Experience	22.380a	0.034*	19.115a	0.000*

*P statistically significant

A study examining the relationship between knowledge level and demographic variables (gender, qualification, experience) among school teachers, using the Chi-square test, revealed a statistically significant link between gender, qualification, experience, and knowledge level (P < 0.05). There is a considerable correlation between gender and knowledge level, as shown by a Chi-square value of 14.52 and a P value of 0.001. Additionally, qualification is also strongly connected with knowledge level, with a Chi-square value of 22.112 and a P value of 0.001. Empirical evidence demonstrates a substantial correlation between experience and degree of understanding.

The Chi-square test was used to examine the relationship between the awareness level of school teachers and their demographic factors, including gender, qualification, and experience. The results showed a statistically significant link between qualification and experience with the instructors' awareness level ($P < 0.05$). There is a substantial correlation between experience and awareness level, as shown by a Chi-square value of 19.115 and a P value of 0.000. Similarly, there is a significant link between qualification and awareness level, with a Chi-square value of 10.329 and a P value of 0.016. However, the background characteristics of other instructors did not exhibit any statistically significant results.

V. CONCLUSION

The findings of the present study indicate that a significant proportion of instructors lack the knowledge and awareness to effectively differentiate instruction and educate students with learning difficulties. They lack sufficient understanding on how to handle the problem and lack the ability to take action and make decisions in meeting the needs of children with learning difficulties. It is crucial to approach our efforts to promote more knowledge and awareness among instructors with a focus on diversity. Inclusive education entails more than just making provisions for children with learning difficulties; it involves cultivating a culture that embraces difference and enables each student to achieve their maximum capabilities. By fostering an inclusive atmosphere that not only tolerates but actively embraces diversity, educators play a crucial role in shaping a future cohort that esteems and recognizes the distinct talents of each person.

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